

2026 Annual Implementation Plan

for improving student outcomes

Frankston Heights Primary School (4815)



Submitted for review by Ricky Joyce (School Principal) on 02 December, 2025 at 04:19 PM

Endorsed by Debby Chaves (Senior Education Improvement Leader) on 23 February, 2026 at 12:41 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Evolving			Evolving	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Evolving	Evolving	Embedding	Embedding

Future planning for 2026	We will begin exploring Enabling Learning - Practice 3-8.
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
To maximise the learning growth of every student.	Yes	By 2026, increase the percentage of students achieving above benchmark growth in NAPLAN Numeracy in Year 5 from 28% (2021) to 35% By 2026, decrease the percentage of students achieving below benchmark growth in NAPLAN Writing in Year 5 from 32% (2021) to 25% By 2026, decrease the percentage of students achieving below benchmark growth in NAPLAN Reading in Year 5 from 27% (2021) to 21%	Review, refine and embed a consistent whole of school approach to curriculum planning and instructional practice.	Yes
		By 2026, increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Number and Algebra from 74% (2021 Semester 2) to at or above 90% By 2026, increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Writing from 68% (2021 Semester 2) to at or above 90%	Build teacher capability to utilise a range of assessment strategies to accurately determine students' needs.	No
		By 2026, increase percentage of positive endorsement to the School Staff Survey (SSS) factor Academic emphasis from 56% (2021) to 67% By 2026, increase percentage of positive endorsement School Staff Survey (SSS) teacher collaboration from 32% (2021) to 50%	Build staff data literacy and confidence working with student data.	No

Develop the capacity of students to be active and engaged learners and citizens.	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Sense of confidence from 82% (2022) to 89% • Student voice and agency from 61% (2022) to 70% • Managing bullying from 71% (2022) to 80% By 2026, increase the percent positive responses score on AtoSS for Resilience from 58% (2022) to 66%	Develop, refine and embed a consistent whole of school approach to behaviour and wellbeing	Yes
		By 2026, increase percentage positive endorsement of School Staff Survey (SSS) factor Collective efficacy from 69% (2021) to 75%.	Embed a whole of school approach to student agency in learning	No

Define actions, evidence of change and tasks

Goal 1	To maximise the learning growth of every student.	
KIS 1.a	Review, refine and embed a consistent whole of school approach to curriculum planning and instructional practice.	
Actions	Teachers increase classroom engagement through opportunities to respond and ensuring tasks are strategically sequenced.	
Evidence of change	1) Observation of teachers using the instructional model with fidelity. 2) Staff using protocols and processes across observations 3) Teachers observed providing multiple opportunities to respond. 4) Planning documents include scaffolded sequences.	
Tasks		People responsible
Teachers use agreed routines as listed in Frankston Heights Primary School Instructional model.		☑ Teacher(s)
Staff use the agreed approaches to ensure psychological safety across the school and during observations.		☑ Teacher(s)
Staff participate in Professional Learning that supports the implementation of increased opportunities for students to respond during learning.		☑ Teacher(s)
Teachers implement multiple opportunities for students to respond during learning.		☑ Teacher(s)
Teachers refine activity sequence and choice.		☑ Teacher(s)
Goal 2	Develop the capacity of students to be active and engaged learners and citizens.	
KIS 2.a	Develop, refine and embed a consistent whole of school approach to behaviour and wellbeing	

Actions	Teachers have increased instructional time through encouraging expected classroom behaviours and discouraging inappropriate behaviours using active supervision.	
Evidence of change	1) Staff observations will show an increase in the frequency of encouragement and positive feedback that promotes expected behaviours. 2) Staff observations will show an increase moving, scanning and interacting with students to see them during all forms of instruction. 3) Major incident reports will decrease. 4) AtoSS will indicate improved engagement in student learning. Cognitive engagement is currently 86%	
Tasks		People responsible
Teachers participate in Professional Learning aimed at encouraging expected student behaviours.		☑ Teacher(s)
Teachers are moving, scanning and interacting with students to see them during all forms of instruction.		☑ Teacher(s)
Teachers provide specific positive feedback to encourage expected behaviour.		☑ Teacher(s)
Teachers will have embedded the use of the FHPS Inclusive Classroom Approach to discourage inappropriate behaviour.		☑ Teacher(s)